



**BIALA SPECIAL  
SCHOOL  
ANNUAL REPORT  
2009**

## **Biala Special School**

### **“Our School at a Glance”**

Biala Special School is an independent non-fee paying school for students with moderate to severe intellectual and physical disabilities or have been diagnosed with an Autistic Spectrum Disorder.

Biala Special School has been a major service provider for students with special needs on the Far North Coast since it was established in 1969. The school aims to offer specialised support to students with disabilities in order to enhance their educational experience.

The school is situated in Ballina and provides a comprehensive curriculum and a range of specialist services for students from Pre – Kindergarten (4 years of age) through to school exit (18 years of age) into the Post School Options Program. The student population is drawn from the Brunswick Heads/Mullumbimby, Byron Bay, Lismore, Alstonville, Woodburn, Evans Head and Ballina areas.

Specialist teaching staff, therapists and support personnel combines to offer a wide range of programs which are specifically developed to suit the needs of the individual student. It is the aim of these programs to maximise the potential of the individual recognising that all students have a varied capacity for learning but all have a capacity to develop within a pleasant, supportive, caring and friendly environment.

When developing Individual Educational Programs (IEPs), close liaison with parent/carers and the school support team ensure the optimal individual curriculum for each student.

Biala Special School offers a unique learning environment based on the NSW Board of Studies K-10 Syllabuses, extra-curricular activities and Individual Educational Programmes that best suit the student.

The learning has been divided into individual Sensory and exercise programmes, Language and communication and functional Life Skills adapted from the Years K-6 and 7-10 Life Skills Curriculum. Included is Riding for the Disabled, Swimming activities, Hydrotherapy, Bowling, Library visits, Community Access, shopping and cooking lessons.

Finally, all Post School Options are explored by the school staff, the student and their parents/carers to help make the transition from school to life after school as supportive as possible. This includes a Work experience and work skills program as well as a transitioning program with time spent at the various post school service providers of the family's choice for the final year students.

### **Principal's Report**

There have been some big changes within the school over this last year. During 2009, our school was under construction with new infrastructure being built thanks to the Federal Government funded BER and Capital Schools Grants issued through the Association of Independent Schools (AIS).

Biala Special School has been working towards achieving many goals during 2009 through community liaison and networking. Building a steady and secure reputation for a quality and professional educational alternative in Special Education is paramount.

In August 2009 we were successful in our NSW Board of Studies Registration application for another five years. I am proud of my work as Principal and so proud of my staff whom are always professional, dedicated and determined to give every one of our students the best schooling experience. The passing of Registration has created a more professional teaching paradigm and recognition that how and what we teach our students is up to standard.

The school staff believe strongly in providing the best educational experience and schooling life as possible with open, honest and supportive communication with parents, families, carers, supporters and friends. It is important that all members of the school community feel as welcomed and included as possible, ensuring the students are at the forefront of every decision.

This team effort is imperative at Biala and I would like to thank everyone who has contributed to the smooth running and success of the school.

This report focuses on our achievements as well as providing direction for the year ahead. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

**Bhavni Stewart**

### **BIALA SUPPORT SERVICES INC. MANAGER'S MESSAGE**

Biala Special School during the 2009 School year has continued to see many positive changes with increases in enrolments and successful grant applications supporting infrastructure at the school. The thanks of myself and the Biala Support Services Inc Board of Management is extended to our Principal, Bhavni Stewart and her committed and professional staff in assisting us to continue to provide excellence in special needs education.

The school's successful applications for BER P21 & NSP along with BGA Grants has allowed our school to move smoothly into the 21<sup>st</sup> Century. The construction of a new classroom, hydrotherapy pool, therapy room, library, new fencing, undercover drop off area, improvement of walkways along with additional administrative space have provided us with a modern facility that assists the staff of the school to extend and advance educational programs for the moderate to severely impaired students that attend Biala Special School.

Congratulations are also extended to the school on its successful re-registration during 2009 for a further five years. The feedback that we received of our registration process was very positive and confirmed to us that we are providing special needs children and their families across the Northern Rivers with a professional and caring alternative in education.

**Wendylee Playford  
(Manager)**

## Fundraising Committee Message

Throughout 2009, Biala Special School in conjunction with The Friends of Biala, Fundraising Group participated in a range of fundraising directed towards the school. Our school relies heavily on the financial support through fundraising but it also distinguishes us in the community.

Fundraising included the Biala Support Services Inc and Sunrise Cycles Charity Bike Ride, 2LM Children's Christmas Appeal which incorporated the annual school Garage sale, Thomas George Walk, a Night at the Lismore Greyhounds Races and "Shake a can" Donation Collections at various community centres such as McDonalds, local Ballina Central Shopping Centre and the Ballina Fair Shopping Centre. Other events include an Easter and Christmas raffle, a Country Hoe-Down, the Cookie Dough and Chocolates fundraiser, Pimlico Ladies Charitable Auxiliary, donations, Charity Golf Day and East Ballina Ladies Golf Day, as well as Community Benefits from IGA Ballina and lastly, the continued collection of Norco's Collect-a-cap.

The Friends of Biala would like to thank the school community, the Biala Support Services Inc Board of Management and the local community and businesses for the continued support and financial assistance we have received over the year.

**Carol Milne**  
(School Fundraising Officer)

## OH&S Committee Message

The new chairperson and secretary of the OH&S Committee were elected in 2009 and I would like to express many thanks to the outgoing chairperson and secretary for their hard work over the past two years.

Due to the many changes in the school during 2009 with the construction of the Library and Therapy room, solar panels, the new pavements, the soft surface in the Sensory Room play area and the new bus, we have had to extend the number of Risk assessments to include these areas to ensure that all students and staff are safe and aware of potential risks. As issues of concern arise, they are brought up through the means of Hazard Reports, Outsource Maintenance Requests and Incident Reports.

At the beginning of each term and new enrolment, all staff participated in a review and update of every student's Risk Assessment and manual handling (if applicable). This process is then reviewed regularly at staff meetings and any issues that may arise have been discussed at OH&S meetings.

During last year's building construction there were additional OH&S concerns and issues which affected the running of the school and the safety of staff and students. It was a team effort between the Biala Support Services Inc. and the builders to ensure a smooth transition through this last process of construction. I would like to thank on behalf of Biala Support Services Inc. John Larkin and his building crew, who were particularly vigilant and supportive of our OH&S concerns.

Thank you to all staff members and volunteers across Biala Support Services Inc. who are working diligently to uphold OHS practices.

**Jo McCracken**  
Chairperson

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Biala Special School has always taken initiative in promoting respectful behaviour in the school and outside of school. We have high expectations on our students to behave appropriately and show responsibility for their own actions.

We teach social skills in specific class-based activities from the earliest years, which focus on Co-operation, Respect, Listening and Generosity, to name a few. The teaching of these skills remains continuous and repetitive due to the learning difficulties of our disabled students. Our senior students participate in Community access programs which reinforce respect and responsibility in the broader society. Our whole school have participated in the local community NAIDOC and Harmony Day celebrations.

An annual review of our teaching of values in the school was undertaken during a staff development day in 2009. We focussed on Positive Behaviour Support strategies and PART training (Predict, Assess & Respond to Challenging/Aggressive Behaviours). We reviewed the school rules, student expectations and consequences of their behaviours. This has been an on-going whole school initiative with positive results in student behaviour and staff support.

## SCHOOL CONTEXT

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Enrolments

We had 23 students enrolled by the end of the school year with children in Kindergarten, Years 1, 2, 3, 5, 6, 7, 8, 9, and Year 10, encompassing ages from 5 years to 19 years of age.

Year:	2005	2006	2007	2008	2009
Students Numbers:	9	13	16	19	23

Biala Special School is registered Under Part 7 of the Education Act, 1990 as a School providing Education of a Kind. Students remain at school until the age of 18 years or beyond. The trend is that students remain enrolled at Biala Special School until they are eligible to enter the Post Schools Options Program in either Transition to Work or Community Participation.

We had 12 students in high school and 11 students in primary school all attending full time, except one part-time primary student. Our student attendance had been reasonably good throughout the year with some absence due to illness and poor health in a number of our students owing to their disability. All parents and carers are required to notify the school if their child is away and write the reason for the absence in the student's daily communication book. We also had two students who graduated at the end of 2009 as they were in their final year of school. Both were accepted into a local Community Participation Program.

### Classrooms Structure

We have structured the classrooms around the student's needs and abilities with a focus on the K-6 Syllabus in one room and Early Stage 1 and Stage 1 outcomes, the Years 7-10 Life Skills Syllabus in another room and the higher support needs in the Sensory Room with focus on their individual Occupational Therapy, Physiotherapy, Sensory and Speech Pathology programs.

### Programs

Each classroom's programs have been created to best suit the needs and abilities of each student as

determined by their Individual Education Program and is constantly revised by the Teachers with opportunities for review by all staff at our regular staff meetings and parents at the twice yearly parent/teacher interviews. Each staff member uses the combination of PECS (Picture Exchange Communication System), Board maker and photographs for visual support as well as Signed English to help communication with each student throughout the school.

The School's weekly program remained stable throughout the year with regular Shopping, Cooking, Riding for the Disabled, Bowling, Swimming, Hydrotherapy, Library Visits, Community Access and transitioning for the older students into the local Post-school service provider.

## Staffing

### TEACHER STANDARDS

In 2009, the number of teachers in each category is reported below as:

Category	Teacher Numbers – Full Time & Part Time
Teachers who have teaching qualifications from a high education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Due to our continued increase in student enrolments during the year, we were able to increase employment to three fulltime Teachers with four Teachers with two job sharing one of the full-time positions.

Our teaching staff prides themselves on offering a unique quality of education to cater for the individual needs of each student.

Our Teaching staff consists of:

Position	Number
Teaching Principal (full-time)	1
Classroom Teachers (full-time)	1
Classroom Teachers (part-time)	2
Teachers Aides (FTE)	2
Teachers Aides (part-time)	3
Administration (part-time)	1

## Professional Learning

In 2009 Biala's teaching and support staff all participated in a variety of staff development days programmed for the first day of each school term as well as some In-service days, courses and seminars throughout the year.

The professional learning opportunities developed on these days included:

Description of the Professional Learning Activity	No of staff participating
PART Train the Trainer workshop in Coffs Harbour (Predict Assess and Respond to aggressive and assaultive behaviours Training)	1
PART staff training	9
Red Cross: First Aid course	2
Fire Warden training	1
Spectronics Workshop	2
AISNSW Child Protection Awareness	12
Individual Student Risk Assessments	10
Occupational Health and Safety Review	10
Using Interactive Whiteboard technology	10
Literacy and Numeracy Curriculum Review	4
Positive Behaviour Support School Review	10
Certificate IV in Disability Work with Novaskill.	3

These targets were achieved through the services of specific workshops and seminars as well as by Consultants and visiting therapists who provided further knowledge, tutoring and resources in areas relevant to the Key Learning Areas.

These initiatives improved teacher effectiveness, behaviour management and classroom learning environments and have shown an improvement in teaching strategies and staff confidence and skills. This has resulted in improved educational outcomes for all students and enabled better access to communication, information and knowledge of the Key Learning Areas.

## Staff Attendance

Our teacher attendance and retention rate has been very good throughout 2009, with minimal sick leave and other leave entitlement taken. The school has been able to retain all our staff from the previous year, as well as take on an additional full-time Teacher.

## Parent, Student and Teacher Satisfaction

In 2009 the school sought the opinions of parents, carers, Board members and staff about the school through various communication means. These included daily communication in the student communication books, regular parent/teacher interviews, fortnightly staff meetings, consultation with the Board of Management and regular Executive meetings.

We have received good feedback and satisfaction from everyone involved in relation to the school throughout the year. Our increase in student enrolments over the year has also been a good indicator of parent and community satisfaction.

This communication and information collected from these sources has been used to guide our directions in 2009 and beyond.

## **SCHOOL PERFORMANCE IN STATEWIDE TESTS**

In 2009 students of Biala Special School did not participate in any form of external testing due to the nature of their intellectual disabilities.

## Literacy & Numeracy Assessments Years 3, 5, 7 & 9

### BST and PWA

In 2009, our students were exempt from the Basic Skills Test (BST) and Primary Writing Assessment (PWA).

### NAPLAN

In 2009, our students were exempt from the NAPLAN tests.

Each student has an Individual Education program and is assessed against curriculum outcomes in Stages ES1, 1, 2 and 3 and against the Life Skills outcomes in Stages 4 and 5.

## GUIDELINES and PROCEDURES

During August 2009, Biala Special School met all requirements of the Education Act 1990 (NSW) to be registered as follows:

Under Part 7 of the Education Act, 1990 as a School providing Education of a Kind prescribed by the Regulations from 1 January 2010 to 31 December 2014 and Under Part 7 of the Education Act, 1990 for Kindergarten to Year 10 from 1 January 2010 to 31 December 2014 .

As part of this Registration process we met with Inspectors from the NSW Board of Studies who travelled up from Sydney and spent the day at the school, meeting staff, Board members and students. They were very impressed by the school after observing and reviewing our Guidelines, Procedures and Policies, Curriculum documentation, teaching programs, assessment plans, Individual Educational Programmes and all other evidence of compliance requirements. We were pleased by the overall positive response and recommendations by the NSW Board of Studies.

A copy of the organisations Guidelines, Procedures and Policies is found in the Policy, Procedures and Guidelines Manual for Biala Special School and is available to parents on request and is displayed in the entry foyer of the school building.

Included below are a summary of the related policies as requested in this Annual Report. The full text of each policy has not been included due to its size.

## Biala Special School

### Enrolment Guidelines

Purpose: Biala Special School provides individual educational programs for students with moderate to severe disabilities. The school upholds strong community values and operates within the policies of the New South Wales Board of Studies.

Year: 2009

### Aims:

- 1.1 Biala Special School recognised that children with intellectual disabilities have the right to access services regardless of their gender, race or ethnicity, religion or language. The school will respond sensitively to the needs of applicants, including people from indigenous, culturally and linguistically diverse backgrounds with the school's resources.
- 1.2 The maximum capacity and projection for students is currently 25. The students come from a wide range of backgrounds. The school is registered to enrol male and female students aged 4 to 18 years with moderate to severe intellectual disabilities and Autism Spectrum Disorder. Students may present with additional disabilities of mobility, speech, communication, and challenging behaviours. Children with a diagnosed mild disability will be considered for enrolment. However, as they do not meet our enrolment guidelines for state and federal funding, they would have to be a full fee-paying student and be interviewed by the Principal of Biala Special School and the Manager of Biala Support Services Inc.

### Implementation:

- 1.3 The Biala Special School Enrolment Pack is available from the school office.
- 1.4 All applications are processed in order of receipt. Consideration will be given to the applicant's educational and support needs.
- 1.5 All applications are processed under the school's enrolment procedures (in line with the New South Wales Board of Studies recommendations). Such as: confirmation of disability, forms completed accurately, previous reports (where applicable) and interview with Principal and/or Manager.
- 1.6 Each application is considered and must proceed with an interview process involving the Principal of Biala Special School and/or the Manager of Biala Support Services Inc.
- 1.7 The specific educational needs of the applicant will be taken into consideration. The Principal will gather all information deemed necessary from the applicant's previous school, in consultation with parents and any other relevant persons to aid in the smoothest transition possible. In the case this is the child's first school, consultation with parents/carer and/or healthcare workers will take place to determine the child's Individual Educational Programme (IEP)
- 1.8 The school team (Principal, teachers and teacher's aides) will identify any strategies required to accommodate the applicant before a decision regarding enrolment is made.
- 1.9 The parent/guardian of the applicant will be informed of the enrolment outcome.

### Evaluation:

- 1.10 Review NSW Board of Studies recommendations for school enrolments and amend school's enrolment guidelines where necessary.
- 1.11 Review Enrolment Pack annually, either at the end of the school year or within the first week of Term 1. Amend changes where necessary.

## Student Discipline Guidelines

Purpose: To promote and foster the development of self-esteem and self-discipline. The welfare of students at Biala Special School is paramount.

(Corporal punishment of any kind does not form part of the Student Discipline Guidelines. Biala Special School does not permit any person or body to act on their behalf to carry out any form of corporal punishment to any personnel.)

Year: 2009

### Aims:

- 7.1 To establish a framework for discipline and communicate this structure to the school community including parents, carers and the Board of Management.
- 7.2 The teacher/s should maintain classroom procedures and practices, understood by staff and students.
- 7.3 For students to assist in the development of their own 'School Rules, Rights and Responsibilities' and to enhance their knowledge, understanding and concern for those rules.
- 7.4 To encourage students in their understanding of appropriate and inappropriate behaviour.
- 7.5 To ensure that recognition is given to those with acceptable, positive behaviour and general good manners.
- 7.6 To ensure that children are aware that continuing unacceptable, inappropriate behaviour is their choice and will result in specific consequences.

### 7.7 Strategies to Promote Good Discipline & Effective Learning within School

#### *7.7.1 Preventative Measures:*

- Set clear guidelines for appropriate behaviours at school.
- Have and display a clear set of rules.
- The teacher should be an effective role model by modelling fair and consistent behaviour, including effective use of body language.
- Develop a thorough knowledge of individual children and their interests.

#### *7.7.2 Remedial Measures:*

- Develop individualised programs for children with disruptive behaviour special needs.
- Develop an effective mode of Public Relations with parent community e.g. notes / newsletters.
- Establish appropriate measures to include "time out", parent interviews and counselling suited to the level of action required.
- Implement suspension for non-urgent circumstances only after parent consultation.

- Implement suspension immediately for urgent circumstances.

### **7.7.3 Personal Development:**

- Involve the children in self-esteem activities and P.D. lessons.
- Regularly display children's work in prominent positions.
- Involve the wider community in school activities.
- Encourage children to recognise their own responsibilities and to respect the rights of others.
- Give opportunities for children to show leadership.
- Allow children to develop a sense of accountability to the group.
- Provide attractive and appropriate materials and equipment for children's use.
- Give children opportunities for decision making concerning school activities.

### **7.8 Strategies to deal with Unacceptable Behaviour**

#### *7.8.1 Consequences for Misdemeanours:*

- Apology and explanation.
- Time out with teacher (5 to 10 minutes).
- Time out and apology.
- No play for remaining play period.
- Parent notification (For property damage - parent notification and /or replacement).
- Interview with parents.
- Suspension according to Biala Special School "Suspension and Exclusion Guidelines"

### **7.9 Strategies to Recognise & Reinforce Student Achievement**

- Classroom merit awards.
- Recognition in daily assembly and daily communication books.
- Stickers/stamps.
- Special privileges.

### **7.10 School Rules**

#### **7.10.1 School Playground Rules:**

- Always play safely.
- Always sit down when eating outside.
- Always wear a hat outside.

#### **7.10.2 School Behaviour Code:**

Children are expected to play safely at all times.

### **7.11 General Principles**

- 7.11.1 Biala Special School should make every effort to ensure that education is a rewarding and relevant experience for all students.
- 7.11.2 It is essential that suspension and exclusion be seen as strategies within the student welfare policy and fair discipline code of the school.

- 7.11.3 The class teacher will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems.
- 7.11.4 A student who exhibits violent behaviour or continually harasses other students or staff may be suspended from school. The community of Biala Special School does not have to tolerate behaviour of this kind. The motivation, work and safety of students and staff must not be jeopardized.
- 7.11.5 Students of any age may be suspended or excluded. (Refer to Section 7, Policy 2 on Suspension and Exclusion of Students)

#### **Evaluation:**

- 7.12 The Board of Management of Biala Support Services Inc. and the Principal of Biala Special School will review these guidelines on an annual basis.

#### **Complaints & Grievances Resolution Procedure - Summary**

Where there is some disagreement or dissatisfaction with the way that a matter has been dealt with, the school complies with the grievance process of Biala Support Services Incorporated which is the overseeing body of Biala Special School.

In general terms, this grievance procedure means that initial contact for the school is with the teacher or staff member involved, and, if required, to the Principal or the Manager of Biala Support Services Inc. and ultimately to the Board of Management of Biala Support Services Incorporated.

The details of this procedure are available from the office of Biala Support Services Incorporated in the Guidelines & Procedures Manual.

A copy of the organisations guideline for complaints and grievances is also found in the Policy, Procedures and Guidelines Manual for Biala Special School and is available to parents upon request.

#### **SCHOOL – DETERMINED IMPROVEMENT TARGETS**

**In 2008 Biala Special School recognised some target areas that needed improvement. These included:**

#### **Providing all Staff with relevant and ongoing Professional Development:**

In 2009, Biala's teaching and support staff all participated in a variety of Professional Development opportunities.

These targets were achieved through Staff professionalism and satisfaction; Outcome based achievements in language, communication, literacy and numeracy; The level of staff confidence in using a wide range of technology applications in the classroom such as the interactive whiteboard and all staff developing skills required to access a wide range of resources which enable better understanding of the Key Learning Areas.

#### **Enhance Work Experience Opportunities for the Students in Year 9 and Year 10:**

In 2009, the school continued to implement a Work experience and transitioning program designed for students in their final year of school. This program is designed to open all

communication and provide information between parents, the school and the local Post School Transition to Work and Community Participation Service Providers.

Furthermore, the school had investigated a variety of work places and local businesses that are suitable work places for students to access work experience in Years 9 and 10 and which will help expand their work skills to become work ready.

In 2009 our two school leavers began an extensive transitioning program throughout the year which proved to be an important evolution process for the students and their families and by the last term had regularly accessed a Post School Community Participation Program.

#### **Improve Literacy and Numeracy outcomes:**

*In 2009 all Teachers:*

Accessed RFF time to revise their classroom programs to ensure outcomes in Literacy and Numeracy;

Prioritised assessing and reporting of student progress;

Utilised Professional consultancy in areas of Literacy and Numeracy development, training and effective communication aides such as the PECS system and Assistive Communication Technologies;

Reflected on the *Quality Teaching Framework* as examined in the NSW Institute of Teachers documentation.

#### **Improvement in student behaviour:**

In 2009 the school was able to utilise the expertise of MTU Training consultants and DADHC therapists in PART and Positive Behaviour Support respectively to implement better behavioural strategies that work.

#### **Child Protection:**

In 2009, all staff within the organisation participated in a 4 hour Child Protection- Awareness Training course as facilitated by AISNSW. All staff learnt about their responsibilities around child protection, safety and welfare as well as Mandatory reporting.

Biala Special School recognises the need to continually evaluate programs and establish new goals to achieve improvements in targeted areas, as identified through the schools strategic planning/review/evaluation process. We will be continuing to enhance the improvements of 2009 into our targets for 2010.

#### **In 2010 we aim to further:**

#### **Provide all Staff with relevant and ongoing Professional Teaching and Learning Development:**

#### **Strategies to achieve this target include:**

- Continue structured professional staff development days each term which provide access to different, relevant learning opportunities.
- Access additional funding to invite certain guest speakers, consultants and professionals in their field to help implement specialised Key Learning Area programs.

- Access additional funding through AISNSW or fundraising to be able to send staff on Professional Development courses and seminars either affiliated with the AIS, Independent Schools Leadership Centre or the community.
- Utilise the expertise of the visiting Therapists and Consultants for tutoring and support and the implementation of other suitable teaching technologies and resources, specifically in the new Hydrotherapy Pool and Multipurpose Sensory and Therapy Room.
- The Principal to attend important AISNSW, NISSA, Far North Coast Disability Interagency Education Training & Employment (DIETE) and other educationally relevant organisational seminars and workshops.
- All Teachers to use RFF time to revise their classroom programs to ensure outcomes in Literacy and Numeracy are achievable and functional.
- Ensure communication is a priority and teachers are assessing and reporting student progress.
- Utilise Professional consultancy in areas of Literacy and Numeracy development and effective communication aides.
- Implement the PECS system, Signed English and Boardmaker visuals for communication with certain non-verbal and verbal students.
- Reflect the Quality Teaching Framework.
- Train all teaching staff in the use of technology and communication aides in the classroom.

#### **Our success will be measured by:**

- Staff professionalism and satisfaction.
- Outcome based achievements in all Key Learning Areas.
- The level of staff confidence in using a wide range of technology applications and programs in the classroom.
- All staff developing skills required to access a wide range of resources which enable better understanding of the Key Learning Areas.

#### **Enhance Work Experience Opportunities and Transitioning for the Students in Years 9 and 10:**

- Continue the development and implementation of the work experience and transitioning program for the high school students.
- Continue the investigation of local businesses that are suitable work places for students to access work experience in Years 9 and 10.
- Support School Based Traineeships with On-Q Human Resources.
- Provide all information to students, parents and carers of the post school options available and help liaise between Transition to Work and Community Participation Service Providers.
- Attend the annual School Leavers Expo.
- Offer a supported transition for school leavers into their Post School Provider of choice.

#### **Improve Literacy and Numeracy outcomes:**

#### **Improvement in student behaviour:**

- Utilise the expertise of consultants and therapists in Positive Behaviour Support, PART and better practical strategies that work with individual behaviours. Review and assess all student behaviour management and risk assessments regularly.

#### **Occupational Health and Safety :**

- The school's OHS representatives attend the organisation's meeting four times a year and report back to the Principal.
- All staff within the organisation will participate in fortnightly staff meetings which address OHS issues, risks and concerns.
- All staff to take responsibilities around OH&S, safety, maintenance, risks and student welfare.

#### **Biala Support Services Inc**

### **BIALA SPECIAL SCHOOL**

## **WEBSITE**

Information on Biala Special School is now available to be viewed on the Biala Support Services Inc Website.

Information provided on the web site is inclusive of programs, fundraising, special events and all the happenings of the school and the organisation.

The site also provides current photo's or happenings at the school.

[www.biala.org.au](http://www.biala.org.au)

# SUMMARY FINANCIAL INFORMATION

## BIALA SPECIAL SCHOOL

### INCOME & EXPENDITURE

1 January, 2009 to 31 December, 2009

Retained Earnings / (Accumulated Losses) (\$53,529.00)

#### INCOME

Other Private Income	\$40,139.00
State Government Recurrent Grants	\$211,350.00
Commonwealth Government Recurrent Grants:	
General Recurrent Grants Programme	\$124,794.00
Strategic Assistance for Improving Student Outcomes Programme	\$125,951.00
Other Capital Grants:	
BGA	\$470,000.00
Building the Education Revolution	\$230,000.00
Solar in Schools	\$49,091.00
<b>TOTAL INCOME</b>	<b>\$1,251,325.00</b>

#### EXPENDITURE

Salaries & Wages – Teaching Staff	\$186,156.00
Salaries & Wages – Other (incl. support staff, administration)	\$201,550.00
Insurance – Workers Comp	\$5,372.00
Superannuation	\$33,976.00
Teaching expenses (incl. office supplies and sundry)	\$86,915.00
Building & grounds operations/Repairs to building & maintenance	\$25,081.00
Other Operating Expenses	\$44,875.00
Capital Expenses:	
BGA and Building the Education Revolution	\$776,664.00
Furniture and Equipment	\$13,133.00
<b>TOTAL EXPENDITURE</b>	<b>\$1,373,722.00</b>

**BALANCE as at 31 December, 2009 (Accumulated Losses) (\$175,926.00)**